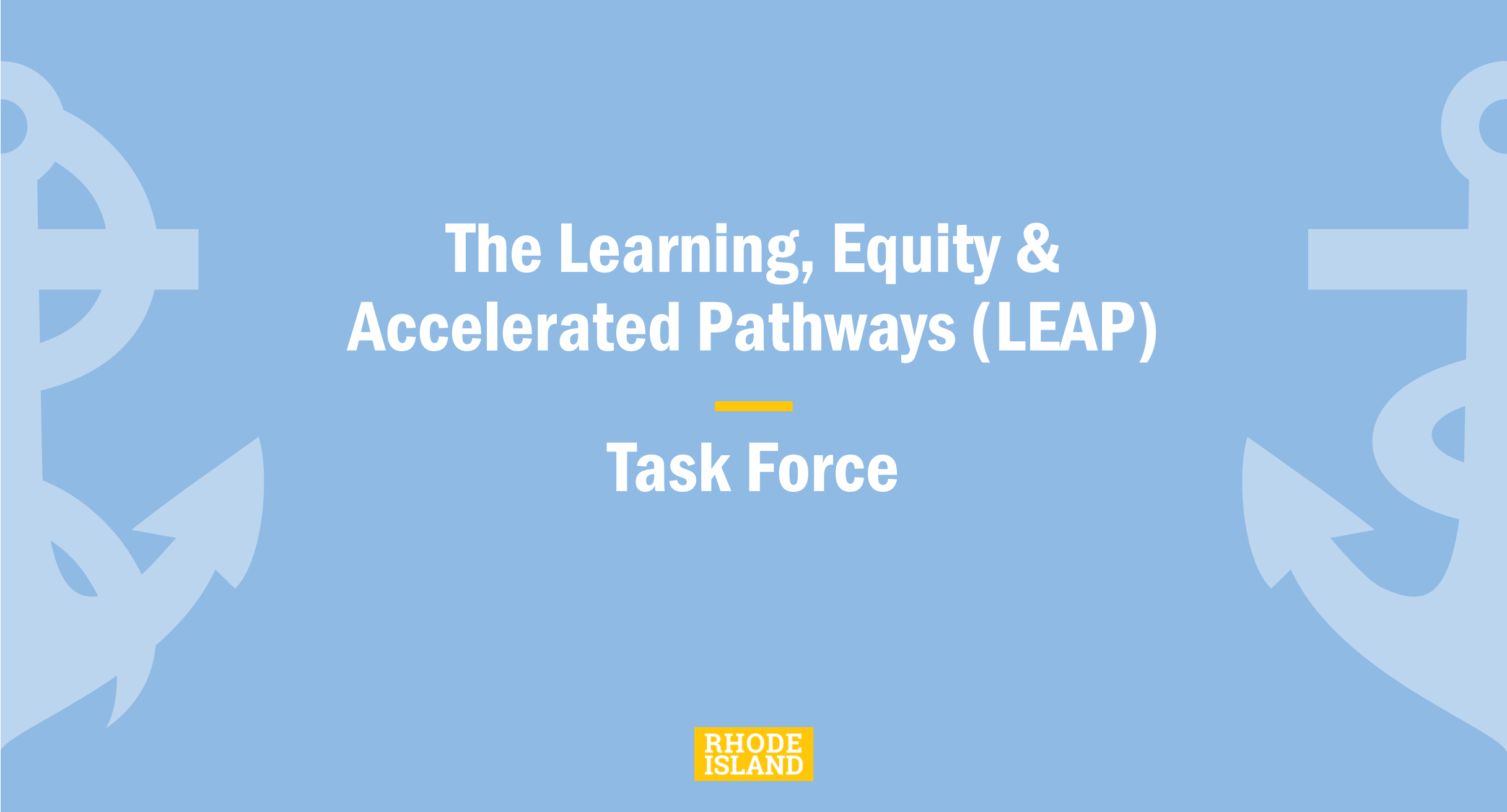# Rhode Island
LEAP TASK FORCE

Presentation to the Council on Elementary and Secondary Education

April 6, 2021

RHODE ISLAND

The Learning, Equity & Accelerated Pathways (LEAP)

Task Force

Rhode Island LEAP Task Force Cadence

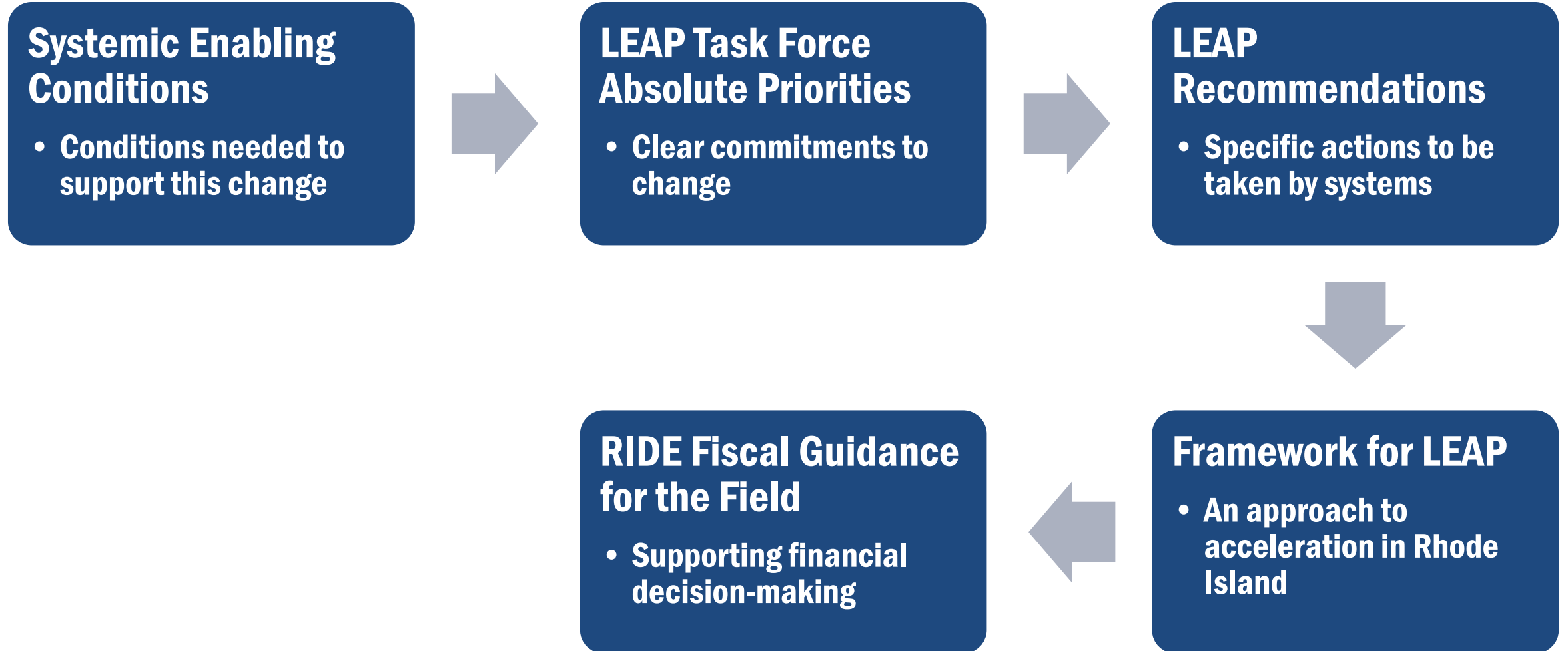| Cadence	Purpose	Topics Addressed
2/11, 11:45am	Task Force Launch Session	Remarks from the Commissioner, the Governor-designate, Chair Cottam, and a keynote address from the 10th U.S. Secretary of Education Dr. John King Jr.
2/16 8:30am	Understanding Root Causes	Academic and non-academic data along with key analytic insights with Curriculum Associates, Renaissance Learning, and Scott Gausland.
2/23 8:30am	Drawing Upon National Expertise	Expanded learning opportunities with Dr. Jennifer McCombs, RAND & Dr. Matthew Kraft, Brown University.
3/2 8:30am	Drawing Upon National Expertise	Serving the needs of diverse populations with Dr. Marc Brackett, Yale University; Dr. Madeline Mavrogordato, MSU; and Dr. Nathan Jones, Boston U.
3/9 2:00pm	Drawing Upon National Expertise	Thinking through a whole-of-system response via an equity lens with Dr. Kenneth Wong, Brown; & Prof. Paul Reville, Harvard.
3/16 8:30am	Recommendations	Deliver draft recommendations of task force to the Commissioner.
3/23 8:30am	Recommendations	Finalize revised draft recommendations of the task force to the Commissioner with U.S. Department of Education Acting Assistant Secretary Ian Rosenblum.

Theory of Action

Local Education Agencies (LEAs) are in the best position—in collaboration with their community stakeholders—to accelerate learning and meaningfully support students, families and educators. RIDE's role is to empower districts, support conditions for success, and hold districts accountable.

If RIDE...	Then Rhode Island will...
1. Engages in a collaborative solution-oriented process, focused on collectively accelerating student learning for the state's most impacted populations	Form solutions-oriented partnerships and realize economies of scale to create impactful, efficient solutions that serve Rhode Island students where they attend school, live, and play.
2. Grounds its strategy in data and in research or evidence-based best practices	Strategically invest resources in a limited set of solutions with a track record of success in supporting and transforming outcomes for students.
3. Identifies, communicates, and supports targeted high priority standards/models for accelerating learning	Focus our energies on collectively implementing a few high-value activities that will quickly accelerate student learning.
4. Creates the conditions and structures that enable LEAs to collectively accelerate student learning	Ensure our entire system will move in coordination and with intentionality to respond to the clear and present needs of students, families, and educators, while accelerating learning.

The Work of LEAP

Systemic Enabling Conditions
- Conditions needed to support this change

LEAP Task Force Absolute Priorities
- Clear commitments to change

LEAP Recommendations
- Specific actions to be taken by systems

Framework for LEAP
- An approach to acceleration in Rhode Island

RIDE Fiscal Guidance for the Field
- Supporting financial decision-making

Recommendations: Systemic Enabling Conditions

In order to meet the urgency of this moment and achieve the recommendations, goals, and beliefs laid out by the LEAP Task Force, certain enabling conditions must be met at the systems level.

1. Address systemic racial inequities in Rhode Island's educational system.

2. Center the voices of students and families in all of our work, across the entire system.

3. Prioritize cross-sector partnership and intentional collaboration across Rhode Island's entire education system-- between PK-12 and IHEs, between LEAs and CBOs, between municipalities, mayors, and the state-- to implement collective impact approaches.

4. Codify collective action and shared accountability across all systems.

Recommendations: Five LEAP Absolute Priorities

The LEAP Task Force believes the following absolute priorities will accelerate student learning and move our PK-12 system forward. This work must elevate and center the needs of Rhode Island students who are multilingual, differently-abled, and who live in the urban core through an explicitly anti-racist, equity-focused lens.

1. Energize our school communities— students and educators— by launching a back-to-school campaign and statewide toolkit, with attention to students who are chronically absent and opportunity youth.

2. Ensure all students have access to high-quality and personalized support from adults, both during the school day and through extended learning, partnerships for before/after school, or summer learning opportunities.

3. Universally screen all students and align resources to need.

4. Improve and support student transitions, across grades and systems.

5. Close the digital divide.

Recommendations: Whole of System - SEA

The LEAP Task Force believes RIDE, LEAs, and CBOs must, when able, work together to create coordination and coherence, while also recognizing the unique vantage points, policy levers, and expertise each sector brings to the challenge at hand.

- In support of the LEAP absolute priority statements, RIDE should...

  - Seize this opportunity to tackle structural educational inequities across the state through anti-racist and anti-bias policies and practices.

  - Elevate LEAP absolute priorities to support these recommendations with the power of policy and regulation.

  - Create alignment across pre-existing systems, partnerships, and initiatives—between EOHHS, DOH, DCYF, RIDE, and others.

  - Launch Summer 2021 work and begin planning programming to lead a statewide summer program in Summer 2022 using ESSER III funds, elevating student interest for that programming both responds to and is designed around engagement.

  - Advance RIDE's shift from compliance toward support by aligning ESSER I, ESSER II, and ESSER III stimulus funds and support LEAs with making strategic decisions.

  - Provide public transparency for ESSER I, ESSER II, and ESSER III spending and outcomes.

Recommendations: Whole of System - LEA

The LEAP Task Force believes RIDE, LEAs, and CBOs must, when able, work together to create coordination and coherence, while also recognizing the unique vantage points, policy levers, and expertise each sector brings to the challenge at hand.

- In support of the LEAP absolute priority statements, LEAs should...

  - Tailor time and energy to provide targeted, progressive supports to those most in need, with particular attention to those who have been historically marginalized.

  - Untether learning from seat time and reimagine what mastery looks like.

  - Focus on bundles of high priority standards for additional emphasis, while using high quality instructional materials, including during summer and other extended learning time opportunities.

  - Leverage community partners to provide enrichment, extended learning opportunities, and summer learning programs.

  - Remove barriers to collaboration, including the sharing of data to allow students to be well-served and have needs met.

  - Reconfigure human capital to support the reorientation of LEAs toward urgent student support.

Recommendations: Whole of System - CBO

The LEAP Task Force believes RIDE, LEAs, and CBOs must, when able, work together to create coordination and coherence, while also recognizing the unique vantage points, policy levers, and expertise each sector brings to the challenge at hand.

- In support of LEAP absolute priority statements, CBOs should...

  - Provide programming that promotes academic growth and social-emotional wellbeing, but also meets student demand, ensures students attend, and keeps students highly engaged

  - Leverage existing relationships with students and families to engage students in extended or enrichment learning opportunities; provide students the opportunity to know and grow alongside the same adults

  - Intentionally partner with municipalities, parent organizations, and school systems, for program design and recruitment

  - Create intentional engagement with and alignment to LEAs, for many reasons, including: (a) equitably identifying students most at need for programs; (b) for staffing or aligning content, where appropriate; (c) for coordination and facility use; and (d) for including creating feedback loops to share data and student information with school systems and bridge the gaps

  - Engage in professional learning to better be able to serve multilingual learners and differently-abled students

Recommendations: Next Steps by RIDE

Based on the draft recommendations the LEAP Task Force, the agency is committing to take action. In alignment with this commitment, the following 11 next steps are RIDE's commitment to the work ahead.

1. Present final LEAP Task Force recommendations to the Council on April 6; Task Force members are invited to attend.

2. Release final LEAP Task Force report to the public by mid-April.

3. Reflect LEAP recommendations in ESSER II application and LEA fiscal guidance to support a streamlined application process aligned to both LEAP recommendations and LEA community need, to be released by mid-April.

4. Establish public-facing metrics for success related to LEAP's absolute priorities by early May.

5. Develop internal RIDE agency implications, connect this work to the RIDE strategic plan, and operationalize internally across divisions and departments while communicating priorities externally.

Recommendations: Next Steps by RIDE (cont'd)

6. Align improvement efforts in low-performing schools and districts to the LEAP recommendations.

7. RIDE has already released the ACN and SAIL RFP; there will be community engagement opportunities and ongoing, broad sharing of these offerings with families through a communications plan.

8. Continue to prioritize and offer professional development that is intentionally focused on supporting the social-emotional needs of educators and students through Yale, Pure Edge, and other partners.

9. Release and support a racial equity decision making tool, both internally and externally, by June 2021.

10. Design and begin to launch a state-wide communications campaign and toolkit.

11. Distribute priority RI Core Standards bundles for SY2021-2022, and provide this work to CBOs, as well.